

SHORT BLENDED ONLINE TRAINING FOR FACULTIES'
TECHNOLOGICAL, PEDAGOGICAL AND CONTENT KNOWLEDGE

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A thesis submitted in fulfilment of the
requirements for the award of the degree of
Doctor of Philosophy (Educational Technology)

Faculty of Education
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NOVEMBER 2012

DEDICATION

Allah says in Quran

قُلْ إِنَّ صَلَاتِي وَنُسُكِي وَمَحْيَايَ وَمَمَاتِي لِلَّهِ رَبِّ الْعَالَمِينَ ﴿١٦٢﴾

لَا شَرِيكَ لَهُ، وَبِذَلِكَ أُمِرْتُ وَأَنَا أَوَّلُ الْمُسْلِمِينَ ﴿١٦٣﴾

سورة الأنعام (161-162)

“Say (O Muhammad صلى الله عليه وسلم): "Verily, my *Salât* (prayer), my sacrifice, my living, and my dying are for Allâh, the Lord of the ‘*Ālamîn*(mankind, jinn and all that exists)”.

"He has no partner. And of this I have been commanded, and I am the first of the Muslims."

ACKNOWLEDGEMENT

Praise be to Allah, the Most Gracious and Most Merciful who has created the mankind with knowledge, wisdom and power. First and foremost I would like to express my thanks to the almighty Allah on the successful completion of this research and thesis.

I hereby, express my sincere gratitude to my supervisor Prof. Baharuddin Bin Aris, and my co-supervisor Prof. Norazman Abdul Majid for their continuous support and guidance throughout this thesis.

My special thanks are extended to the panel of my viva voce: Prof. Dr.Hanafi bin Atan from the University of Sains Malaysia (USM), Associate Prof. Dr.Jamalludin bin Harun from UTM, and Prof. Dr. Mohammad Salleh bin Abu from UTM for their interesting discussion and helpful suggestions and comments.

Part of this research has been done at the Department of Education, University of Oxford under the supervision of Dr. Rebecca Eynon. Thanks for your provision and assistance in this research.

ABSTRACT

The use of Short Blended Online Training (SBOT) for Technological Pedagogical and Content Knowledge (TPACK) development is a promising approach to facilitate the use of e-learning by academics. Adult learners prefer the blending of pedagogies such as presentation, demonstration, practice and feedback if they are structured and instructor-led with an efficient training length. Thus, it is suggested that SBOT has the potential to create a highly preferred environment for training. However, little is known about how faculty members in the social science field evaluate SBOT for TPACK development. This study explores the evaluation of this mode of training through cross-case and mixed method design. Fifty three faculty members from different universities joined this training. Interviews, Technology Acceptance model (TAM) instrument, completion rate of blended online course design and development and TPACK instrument were used to collect the evaluation for the SBOT. Interview codings, descriptive statistics and pre-post t-test were used to analyse the data. Results show a great acceptance for the SBOT because it provides useful, quality and practical training. The mean scores derived from TAM were high especially for training usefulness (4.3), training ease of use (4.3), and behavioural intention to join future SBOT (4.7) show high acceptance of this mode of training. The completion rates were 75% for blended online course design and 88% for development, suggesting that SBOT was useful and practical. In practice, dual training modes can be offered for TPACK development programs. These training modes may consist of face-to-face training and SBOT in order to enhance the TPACK development process in HEIs.

ABSTRAK

Penggunaan Latihan Campuran Pendek Dalam Talian (SBOT) untuk pembangunan Pengetahuan Teknologi Pedagogi dan Kandungan (TPACK) ialah pendekatan yang berpotensi untuk memudahkan penggunaan e-pembelajaran oleh ahli akademik. Pelajar dewasa lebih suka kepada pengaduan pedagogi seperti persembahan, demonstrasi, amalan dan maklum-balas jika berstruktur dan diterajui oleh pengajar dengan jangka-masa latihan yang efisien. Oleh itu, dicadangkan bahawa SBOT didapati mempunyai potensi untuk mewujudkan persekitaran yang sesuai untuk latihan. Walaubagaimanapun, tidak banyak yang diketahui bagaimana ahli fakulti dalam bidang sains sosial menilai SBOT untuk pembangunan TPACK. Kajian ini meneroka penilaian latihan SBOT melalui silang-kes dan kaedah campuran. Lima puluh tiga orang ahli akademik dari universiti berbeza menyertai latihan ini. Temu-bual, instrumen Model Penerimaan Teknologi (TAM), kadar penyelesaian reka bentuk campuran dalam talian dan pembangunan instrumen TPACK telah digunakan untuk mengumpul data penilaian SBOT. Pengekoden temubual, statistic deskriptif dan ujian-T pra dan pasca telah digunakan untuk menganalisis data. Hasil kajian menunjukkan penerimaan yang tinggi untuk SBOT kerana menyediakan latihan berguna, berkualiti dan praktikal. Nilai min berdasarkan TAM adalah tinggi terutamanya bagi kebergunaan latihan (4.3), latihan mudah digunakan (4.3) dan niat untuk menyertai SBOT pada masa depan (4.7) menunjukkan penerimaan tinggi terhadap latihan cara ini. Kadar selesai dalam reka bentuk kursus campuran dalam talian adalah 75% dan pembangunan adalah (88 %), menunjukkan bahawa SBOT berguna dan praktikal. Dalam amalan, kaedah dwi latihan boleh ditawarkan untuk program pembangunan TPACK. Cara latihan ini boleh terdiri daripada latihan bersemuka dan SBOT untuk meningkatkan proses pembangunan TPACK di institusi pengajian tinggi.